

Ada Givens Elementary

2900 Green St
Merced, CA 95340-3253
(209) 385-6610
Dr. Dalinda Saich, Principal
Dr. RoseMary Parga Duran, Superintendent



School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2011–12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Ada Givens Elementary	District Name	Merced City Elementary
Street	2900 Green St.	Phone Number	(209) 385-6600
City, State, Zip	Merced, CA, 95340-3253	Web Site	www.mcsd.k12.ca.us
Phone Number	(220) 385-6610	Superintendent	RoseMary Parga Duran
Principal	Dr. Dalinda Saich, Principal	E-mail Address	rpargaduran@mcsd.k12.ca.us
E-mail Address	dsaich@mcsd.k12.ca.us	CDS Code	24657716025597

School Description and Mission Statement (School Year 2010–11)

Givens Elementary School, a traditional calendar school serving grades pre-school through five, lies in the southeast part of the city of Merced. Most students attend Hoover Middle School upon graduating from Givens Elementary School. Ada Givens Elementary School is named in honor of a respected educator who taught for fifty years in the Merced City School District. Her dedication to her students provides an outstanding example for the staff members of Givens Elementary School as they strive to

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meet the academic, social, emotional, and physical needs of students. Givens Elementary School is dedicated to ensuring that its students come away with a well rounded educational experience that will serve them well in the future. Ada Givens Elementary School staff, parents and community will work cooperatively to provide a data-driven, standards-based program that educates learners who master grade level standards.

Opportunities for Parental Involvement (School Year 2010–11)

Parents and the community are very supportive of the educational program at Givens Elementary School. Parents participate on the School Site Council, English Learner Advisory Committee and are welcome to volunteer in classrooms and for special events. Parents are encouraged to volunteer and participate in the Parent Teacher Club, which serves as a strong partnership with the school and supports many activities including Skate Night, Shop Smart , Fall Carnival, Field Day, Fifth-Grade Dinner, Fundraisers, Dr. Seuss Day, Back-to-School-Night, Open House and the Fifth Grade Celebration. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Merced Mall and American Heart Association.

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	69	Grade 8	0
Grade 1	71	Ungraded Elementary	0
Grade 2	78	Grade 9	0
Grade 3	88	Grade 10	0
Grade 4	82	Grade 11	0
Grade 5	85	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	473

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	7.4%
American Indian or Alaska Native	0.2%
Asian	8.5%

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Filipino	0.0%
Hispanic or Latino	57.5%
Native Hawaiian or Pacific Islander	0.0%
White	25.6%
Two or More Races	0.6%
Socioeconomically Disadvantaged	81.2%
English Learners	26.0%
Students with Disabilities	8.2%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19.0	5	0	0	24.0	0	3	0	23.0	1	2	0
1	19.5	4	0	0	22.3	0	4	0	23.7	0	3	0
2	19.3	4	0	0	32.5	0	3	0	23.7	0	3	0
3	19.3	4	0	0	22.5	1	4	0	23.0	1	3	0
4	29.3	0	3	0	32	2	2	0	25.7	1	2	0
5	31.3	0	3	0	31.5	2	2	0	31.0	0	3	0
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2010–11)

Givens Elementary School provides a safe, clean environment for students, staff and volunteers. The School Safety Plan is revised and updated annually in the spring and reviewed with administrators, staff, and School Site Council members at the beginning of each school year. The School Safety Plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of facilities, and communication with staff and students. Components of the School Safety Plan include strategies and programs that will provide and maintain a high level of school safety, assess current school crime occurring on campus and at school functions, and address procedures related to the compliance of existing laws as they affect school safety. Safety of students and staff is a primary concern at Givens Elementary School. The school complies with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student body and staff safety during an emergency. Fire drills are held monthly, while other disaster drills are conducted on a regular basis throughout the school year. Teachers and other staff members monitor the school grounds before, during, and after school each day. All visitors are required to check in at the office before entering the campus.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	11.4	10.2	5.0	10.4	12.2	13.0
Expulsions	0	0	0	.20	1.7	1.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

The school was built in four stages in 1956, 1957, 1963 and 1973. Currently, the school's facilities include 7 portable classrooms, 18 permanent classrooms, a library, and a cafeteria. Two full-time custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Merced City School District administers a scheduled maintenance program to ensure that all facilities are well maintained. In 2001, the district designed a 20-year strategic plan, which includes agendas for modernization, renovation, and upgrading of various areas for each school site. Modernization in spring 2005 included renovation to the classrooms and school library.

School Facility Good Repair Status (School Year 2011–12)

Year and month in which data were collected: January 11, 2012

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	

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Systems: Gas Leaks, Mechanical/HVAC, Sewer		X	
Interior: Interior Surfaces			X Stained ceiling tiles in Room 1A, 8 & 13
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X	
Electrical: Electrical		X	
Restrooms/Fountains: Restrooms, Sinks/Fountains		X	
Safety: Fire Safety, Hazardous Materials		X	
Structural: Structural Damage, Roofs			X Structural damage to roof on Room 1A, 8 & 13
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X	
Overall Rating		GOOD	

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	27	23	21	437
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor’s degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	97.6	2.4
High-Poverty Schools in District	97.6	2.4
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		473
Counselor (Social/Behavioral or Career Development)	.20	
Library Media Teacher (librarian)	.50	
Library Media Services Staff (paraprofessional)	.875	
Psychologist	.30	
Social Worker		
Nurse	.25	

Speech/Language/Hearing Specialist	.50	
Resource Specialist (non-teaching)	1.0	
Other		

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: September, 2011

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Reading California, Houghton Mifflin, 2003	Yes	0
Mathematics	California Math, Houghton Mifflin, 2009	Yes	0
Science	California Science, MacMillan/McGraw, 2008	Yes	0
History-Social Science	California Vistas, MacMillan/McGraw, 2007	Yes	0
Foreign Language			
Health	Health Wave, Health Wave, 1997	Yes	0
Visual and Performing Arts	Arts In Action, Holt, 1985	Yes	0
Science Laboratory Equipment (grades 9-12)			

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary

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School Site	\$6,570	\$1,849	\$4,719	\$75,521
District			\$4,216	\$73,601
Percent Difference – School Site and District			.89	.02
State			\$5,455	\$69,419
Percent Difference – School Site and State			1.15	.08

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2010-11)

In addition to general revenue funding from the State, the District receives state and federal categorical grants and allocations for special programs. This includes, but is not limited to the following categorical, special education, and support programs: Title I, Part A - Basic Grant, Title I, Program Improvement, Title II, Part A - Teacher Quality Title II, Part D - Technology Title III, Part A - Limited English Proficiency, Title IV, Part A - Safe and Drug Free Schools, Special Education, Community Based Education and Tutoring, Home-to-School Transportation, Class Size Reduction, Gifted and Talented Education, Economic Impact Aid and Quality Education Investment Act grant. Economic Impact Aid/State Compensatory Education & Economic Impact Aid/Limited English Proficient.

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,212	\$41,692
Mid-Range Teacher Salary	\$72,129	\$68,251
Highest Teacher Salary	\$83,980	\$86,582
Average Principal Salary (Elementary)	\$106,504	\$108,334
Average Principal Salary (Middle)	\$104,126	\$111,791

Average Principal Salary (High)	\$0	\$113,648
Superintendent Salary	\$175,000	\$180,492
Percent of Budget for Teacher Salaries	56.06%	42.00%
Percent of Budget for Administrative Salaries	7.87%	6.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	43%	41%	44%	43%	45%	46%	49%	52%	54%
Mathematics	55%	54%	60%	42%	47%	50%	46%	48%	50%
Science	49%	58%	60%	40%	48%	49%	50%	54%	57%
History-Social Science	0%	0%	0%	28%	33%	41%	41%	44%	48%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	46%	50%	49%	41%
All Students at the School	44%	60%	60%	0%
Male	42%	57%	62%	0%
Female	45%	63%	57%	0%
Black or African American	29%	37%	0%	0%
American Indian or Alaska Native				
Asian	72%	72%	0%	0%
Filipino				
Hispanic or Latino	37%	55%	49%	0%
Native Hawaiian or Pacific Islander				
White	54%	72%	85%	0%

Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	37%	56%	51%	0%
English Learners	18%	47%	17%	0%
Students with Disabilities	25%	48%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.30%	23.90%	19.30%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API* Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The *statewide API rank* ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools

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in the state.

The *similar schools API rank* reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	5	4	4
Similar Schools	4	2	3

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-13	12	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-8	7	18
Native Hawaiian or Pacific Islander			
White	-14	16	-10
Two or More Races	N/D		
Socioeconomically Disadvantaged	-6	18	14
English Learners	46	15	30
Students with Disabilities			

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	296	775	7,946	763	4,683,676	778
Black or African American	17	671	469	688	317,856	696
American Indian or Alaska Native	0		25	870	33,774	733
Asian	28	868	895	802	398,869	898
Filipino	0		61	932	123,245	859
Hispanic or Latino	177	752	4,829	738	2,406,749	729
Native Hawaiian or Pacific Islander	0		18	761	26,953	764
White	74	819	1,436	826	1,258,831	845
Two or More Races	0		153	840	76,766	836
Socioeconomically Disadvantaged	237	747	6,249	734	2,731,843	726
English Learners	84	757	2,790	712	1,521,844	707
Students with Disabilities	32	602	759	557	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page* at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	N/A

Federal Intervention Program (School Year 2011–12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations* Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2004-2005
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement		14
Percent of Schools Currently in Program Improvement		77.8%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Every year specific days are dedicated to staff development for teachers and other professional staff. Credentialed/licensed staff members receive training in core curricular areas, instructional strategies and technology integration. District conducted staff

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development include:

2008-2009

K-5 California Mathematics
6-8 Holt California
CELDT Training
CPR Training/First Aid
Soar To Success
Math/Destination
Math/Expressions
Fast Forward
Read 180
Data Director

2009-2010

Special Education Staff Development: 3 days
Special Education SETPD: 4 days
Autism: 3 days
New Teacher Orientation: 2 days
Dataworks Step Up academy: 10 days
English Learner Professional Development: 5 days
DataDirector Assessment: 1 day
Houghton Mifflin Math: 3 days
Holt Math: 3 days
Core + 30: 1 day
Explicit Direct Instruction: 4 days
Strategic Schooling: 4 days
SETPD English Learners: 5 days
English Learners Language Arts West Ed: 5 days
Coach Training: 18 days
CELDT Support Coaching: 10 days
Benchmark/Pacing Committee: 2 day

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CELDT Support Training: 3 days
READ 180 System 44: 4 days
Houghton Mifflin Mathematics Training: 10 days
Muir QEIA Training: 3 days
New Teacher Orientation: 2 days
DataDirector Training: 5 days
Professional Learning Communities Training Solution Tree: 2 days
Crisis Prevention Intervention: 2 days
DataWorks Explicit Direct Instruction Lesson Design Textbook Correlation: 9 days
DataWORKS Instructional Leadership Instructional Effectiveness: 8 days
DataWorks Concept & Skill Development Workshop: 2 days
DataWorks Lesson Design & Lesson Study: 9 days
DataWorks Administrators' Institute: 18 days
MCOE Academic Performance Survey Training: 2 days
Positive Behavioral Intervention Support Training: 6 days
Autism Spectrum Disorder Training: 6 days
English Learners Language Arts WestED: 3 days
EL Identification & Assessment Training: 1 day
State Testing Training: 3 days
English Language Arts Houghton Mifflin Medallions/ELD Training: 4 days
District Progress Assessment/Pacing Committee: 4 days
CPR/First Aid Training: 1 day
P-16 Math Forum: 1 day

